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Development of ADDIE Instructional Design Model Based Social Participation Skills in Secondary School Students

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Abstract: The increasing prevalence of contemporary social problems, together with citizens' indifference toward these issues, indicates a deficiency in individuals' social participation skills. This concern, which serves as the foundation of the present study, seeks to enhance secondary school students' social participation skills while providing social studies teachers with a systematic framework to support the development of these competencies. In this context, this study designed the process of developing social participation skills for 5th graders by following the stages of the ADDIE instructional design model within the scope of the social studies course. The study adopted a mixed-methods research design that integrated quantitative and qualitative approaches. The analysis and evaluation phases employed a case study design, while the design, development, and implementation phases were structured around activity-based and problem-centered instructional design models. The sample group of the study consisted of social studies teachers and 5th graders in Gölcük District of Kocaeli Province. The findings indicate that the activities implemented to foster social participation skills enhanced fifth graders' awareness of social issues, increased their level of social consciousness, and contributed to more positive perceptions of non-governmental organizations. In addition, a statistically significant difference was observed between students' pretest and posttest scores on the social participation skills assessment.

Keywords: *Skills, participation, social participation skill, social studies.*

Introduction

The biggest portion in generating a democratic society is the active participation of citizens in social development processes. While establishing a strong individual-society bond brings about the development of society in every sense, it is clear that it also contributes to the rapid increase in the democratic development indicators. Democratic societies require citizens who participate in the social and democratic processes in order to ensure this sustainability. In order for citizens to have a social consciousness, they are expected to participate in some activities in relation to their society and humanity in the context of local, national and global dimensions. It is simply because the active participation of the individual in social life is considerably significant for both the individual self and the society s/he is in (Jerome, 2024; Kıncal, 2012).

As far as the democratic history of the world is concerned, it has always required difficult struggles and individual efforts for people to possess certain rights as well as acquire them. It is evident that the citizens of countries with strong democracy, respect for human rights, and development in terms of personal rights and freedoms are active in the social life and also possess advanced knowledge, skills and competencies regarding citizenship. The individuals with these skills are generally called "Active Citizens" or "Operative Citizens" by the scientific community. Possessing superior qualifications in a democratic sense is a long-term process (Granados-Sánchez, 2023).

Needless to say, individuals cannot be expect ed to become active citizens instantaneously; this process requires a long period of time, starting with the individual's primary school life and continuing during his/her adolescence (Kuş, Karatekin and Merey, 2012). When active citizenship is examined conceptually, it is clear that citizenship essentially emphasizes participation (Habermas, 1994; Geier and Hasager, 2020).

In developed countries, it is apparent that nations are increasingly prioritizing efforts to enhance

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the knowledge, skills, and values of young individuals in order to equip them to address social and global challenges and to foster their development as active and participatory citizens (Hablemitoğlu and Özmete, 2012). In particular, substantial importance is attached to children's development of actions and policies that directly affect them (such as education, health and environmental problems) and their participation in the implementation of these policies (Lúcio and l'Anson, 2015). This is, however, only possible if individuals develop democratic skills and values by adapting to society from an early age. The positioning of students as active agents within the multilayered structures of local, national, and global societies; the enhancement of their competencies for engagement in social and political life; and the cultivation of heightened awareness and internalization of fundamental principles such as democracy, the rule of law, and human rights collectively constitute the essence of social participation skills. In contemporary societies, the increasingly pronounced need for social sensitivity, active citizenship, and democratic engagement has rendered the enhancement of students' social participation skills an urgent scholarly and educational imperative. Accordingly, the present study emerges as a critical necessity, as it seeks to offer comprehensive theoretical and practical contributions aimed at strengthening students' social participation skills and fostering the development of a more responsive, inclusive, and participatory social order..

Social norms are a very important foundation during the socialization of the individual or his/her integration into the society s/he lives in. Informal citizenship education acquired through the social environment and formal citizenship education acquired in the school environment constitute the basis of the individual's participation in society. As far as review of the last 50 years in terms of citizenship education is concerned, it is evident that there has been a smooth transition from traditional to modern citizenship education. In the traditional citizenship education, the emphasis was on individuals' acquiring a national identity, strengthening their loyalty to the notion of state and nation, and educating them as adaptable and authority- faithful individuals (Gollob, Krapf and Weidinger, 2010). In modern citizenship education, conversely, it is clear that the initiative sought to instill in students certain responsibilities, including preparing them to function as members of a multi-centered and multi-layered society spanning local, national, and global contexts, as well as supporting the development of competencies such as engagement in social and political life principles such as democracy, the rule of law and human rights and ensuring greater social justice (Şen, 2019). When the traditional and modern citizenship education are compared, it is possible to say that the most important achievement is the individual's transition from passive receptivity to active participation. Therefore, it is vitally significant for the students to develop their social participation skills and raise awareness regarding social problems (Hauge and Rowsell, 2020).

Social participation, as a result of the necessity of living together, has emerged from the need for individuals to be involved in social dynamics in every field and assuming an active role in addressing social issues is a fundamental component of social participation. It is crucial for citizens to undertake responsibilities beginning within their immediate environment and to engage in efforts aimed at resolving or improving social problems that affect communities and nations of varying scales (Flanagan, 2004). Furthermore, prior research has emphasized that adequate income levels and quality education constitute essential conditions for meaningful participation within societies (Sokolow, 2011).

Social participation leads the way for individuals to develop a useful personality and become active citizens in the future (Levine, 2007). Therefore, it is commonly accepted by many educators that there is a positive relationship between social skills and social participation (Vogelgesang, 2009). Students' recognition about the problems of the society they live in, developing their social sensitivity, and attempting to benefit all humanity, starting from the environment they live in with a sense of responsibility, can all be acknowledged as the impacts of education on social participation skills. The principal indicators guiding this study encompass multidimensional measures designed to assess the existing state of students' social participation skills, to structure the activity-based instructional process, and to evaluate the effectiveness of the implemented interventions. Initially, a needs analysis aimed at identifying students' current proficiency levels in social participation functions as the foundational step of the research. Within this framework, identifying the negative conditions encountered in the teaching environment based on teachers' perspectives serves as a critical indicator that reveals both the challenges experienced in the educational process and the structural and pedagogical factors that hinder the development of social participation skills.

The second main indicator involves assessing students' prerequisite knowledge and social sensitivity levels through scales and interview forms. These indicators reveal the cognitive and affective

foundations necessary for students to exhibit social participation behaviors and enable the identification of special needs related to the intervention process through empirical data. The level of students' social sensitivity (which comprises multidimensional constructs such as their interest in societal issues, propensity for empathy, and sense of social responsibility) serves as a significant preliminary indicator within the scope of this study. The third key indicator relates to the planning of in-class and out-of-class activities designed to develop social participation skills, based on the analysis results. This indicator defines the pedagogical strategies and the nature of the learning experiences that shape the practical aspect of the study. Data regarding the structure, intensity, and goals of the activities provide a crucial roadmap for determining which methods are most effective in improving students' social participation behaviors. Finally, the study's outcome indicators consist of measuring students' behavioral changes related to social participation at the end of the intervention and evaluating the effectiveness of the implemented activities. These indicators reveal both the success of the intervention and the extent to which social participation skills have improved, thus playing a central role in assessing the overall effectiveness of the study. These behavioral changes are analyzed through concrete outcomes such as assuming social responsibility, willingness to participate in social activities, participation in problem-solving processes, and increased awareness of democratic values. All these indicators, when considered together, these elements indicate that the study approaches the development of students' social participation skills through a systematic and comprehensive framework that integrates needs assessment, instructional design, implementation, and evaluative processes.

The ADDIE model (Analyze, Design, Develop, Implement, Evaluate) constitutes a systematic and iterative instructional design framework, deriving its name from the initial letters of its sequential phases. As a comprehensive paradigm for the planning, enactment, and evaluation of instructional processes, the model is extensively employed by instructional designers and educators to construct pedagogically robust and learner-centered learning experiences (Özerbaş and Kaya, 2017). Grounded in an analytical and evidence-informed design logic, ADDIE seeks to structure the instructional process by integrating learner characteristics, content specifications, and pedagogical objectives. In doing so, it facilitates the systematic organization of learning environments and fosters meaningful learning experiences across cognitive, affective, and psychomotor domains (Reiser and Dempsey, 2012).

Originally conceptualized to guide the development and delivery of knowledge, skills, and attitudes, the model promotes the systematic incorporation of assessment and feedback mechanisms throughout all stages of the instructional cycle. This holistic orientation emphasizes that instructional design extends beyond the mere production of instructional materials; rather, it functions as a dynamic and continuously evolving process aimed at enhancing instructional effectiveness (Cheung, 2016). The inherent structural flexibility of the ADDIE model enables its adaptation and implementation across both online learning contexts and traditional face-to-face instructional settings. Consequently, it has become a widely recognized instructional design standard applicable across diverse disciplines, heterogeneous learner populations, and rapidly transforming educational technology ecosystems (Aldoobie, 2015).

The central problem of the study is comprised of the question 'How should the social participation skills of 5th grade secondary school students be developed within the scope of social studies course based on the ADDIE instructional design model?'

The sub-problems of the study are as follows:

1. What are the suggestions of teachers for the application of the ADDIE instructional design model for social participation skills in the fifth grade secondary school social studies course?
2. What are the design, development and implementation stages for social participation skills in the fifth grade secondary school social studies course based on the ADDIE teaching model?
3. What is the evaluation phase for social participation skills in the fifth grade secondary school social studies course based on the ADDIE instructional design model?

Materials and Methods

Research Model

In the process of cultivating social participation skills, the study employed a mixed-methods approach, incorporating both qualitative and quantitative research techniques and utilizing multiple data collection instruments within a single research framework (Creswell, 2016; Greene, Kreider and Mayer, 2005). The procedures of the ADDIE instructional design model were systematically followed throughout the study. In alignment with this model, the five phases of the research were structured as follows: In the initial phase, a descriptive case study design was adopted to identify the challenges encountered in the instruction of social participation skills. Subsequently, the design, development, and implementation phases were organized using activity-based and problem-centered instructional design approaches. In the fifth stage, an explorative case study was chosen in order to identify the effect of the activities on the students.

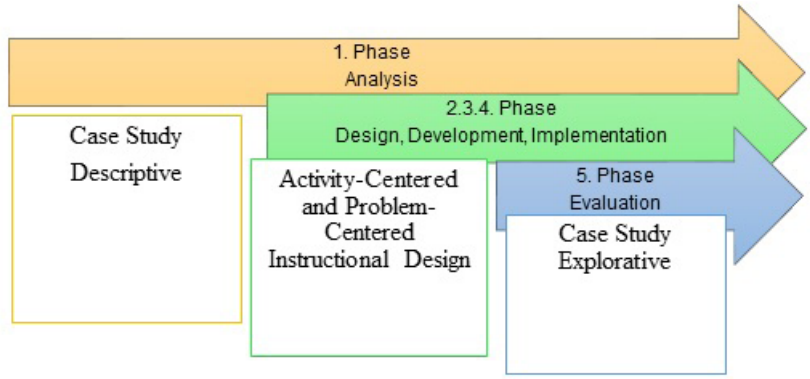

Figure 1. Research steps based on the ADDIE instructional design model

Population and Sample

The population of the study consisted of fifth grade students and social studies teachers teaching in the Kocaeli Gölcük district. In deciding the sample based on the established study population, convenience sampling technique was chosen among the purposeful sampling method (Yıldırım and Şimşek, 2016; Sömen, 2016). The sample consisted of 48 social studies teachers teaching in public schools in Gölcük district in the 2020-2021 academic year, while the study was conducted with 537 students in the analysis phase and with 22 fifth grade secondary school students in the 2021-2022 academic year in the implementation phase.

Data Collection Tools

As data collection tools, scale, skill-based test and rubric were used in the quantitative part; semi-structured interview forms, student information forms and activity evaluation forms were used in the qualitative part. The measurement tools used were as follows.

- The "Social Sensitivity Scale" (SSS) developed by Öcal, Demirkaya and Altınok (2013). The scale, which consisted of a total of 24 items, had two factors. The first factor (sensitivity to individual problems) consisted of 15 items, and the second factor (sensitivity to social problems) consisted of 9 items. Prior to the present study, the reliability of the scale, which was applied to a different sample group (n=218), all of which were 5th grade students, was tested and it was found that the Cronbach's Alpha value was .92.
- Prerequisite Knowledge Questions: The prerequisite knowledge questions prepared by the researcher taking into account the achievements of the relevant units, were developed to analyze the students' existing knowledge levels regarding their social participation skills. Primarily, a table of specifications was created in order to identify the distribution of social participation skills based on achievements. The achievements in the table of specifications were derived from the key concepts in the subjects available in the textbooks. The reason for preparing a short-answer test instead of multiple choice is

to establish students' prerequisite knowledge more clearly and also to identify misconceptions, if any.

- The semi-structured interview form consisting of 8 questions prepared by the researcher was generated to reveal the thoughts and experiences of social studies teachers regarding the social participation skills and to identify their needs in teaching social participation skills to the students.
- The skill-based test, designed as open-ended problem scenarios and containing current problems, had a total of 24 expressions, eight dimensions and three expressions under each dimension, aiming to measure the student's social participation skills. In these dimensions of the test, it was intended to measure high-level cognitive features such as problem solving, analytical thinking, critical thinking and decision making, and affective characteristics such as observation, sensitivity and empathy.
- Rubric (graded rubric), 3 types of criteria used when scoring skill-based tests were scored in 4 stages (1-4 points).

Research Process

In the study, initially, an application for research permission was made by the Ministry of National Education, and then the research process commenced after the required Ethics Committee decision was received by Bursa Uludağ University and the essential permissions were obtained from the Ministry of Education Kocaeli Provincial Directorate of National Education. The study was carried out in 5 stages based on the ADDIE instructional design model. Primarily, analysis phase of the study was implemented in the first semester of the 2020-2021 academic year with secondary school students in public schools in the Gölcük District of Kocaeli Province and the social studies teachers in Gölcük District. Afterwards, following the analysis findings, activities were designed and developed in order to improve social participation skills. These developed activities were implemented in the first semester of the 2021-2022 academic year in September, October and November. An evaluation was performed through skill-based tests and activity evaluation forms applied after the activities regarding the social participation skills, and the process was eventually completed. The study carried out within the scope of the ADDIE instructional design model, which formed the general framework of the research and the basis of the method, was briefly as follows. (Figure 2)

1-Analysis Phase
• Literature Review
• Analysis of Teacher Skills Teaching Needs
• Determination of Student Prerequisite Information
• Student Social Responsiveness Scale Analysis
• Analysis of SBDÖP and Textbooks
• Parent Meetings Student Recognition
• Grade-level Achievement-Behavior Indicator Table
2- Design Phase
• Skills-Based Test Design
• Rubric Design
• Observation and Interview Forms
• Activities for Skill-Based Teaching
• Activities for Problem-Based Teaching
• Expert Opinion
3- Development Phase
• Developing Activities for Social Participation Skills
• Editing Observation Forms
• Expert Opinion
4-Implementation Phase
• Implementation of events
• Monitoring Social Participation Skill Development
• Observation of Student Performances
5- Evaluation Phase
• 1-Process Evaluation
• Evaluation of the Realization Process of Activities
• 2-Evaluation of Results
• Evaluation of Student Performances
• Evaluation of Teacher Opinion
• Skills Based Test Results

Figure 2. Research application steps based on the ADDIE

Data Collection and Analysis

The data collected for the study were examined by subjecting them to quantitative and qualitative analyses processes. SPPS 22.0 package program was used for quantitative data. The "Social Sensitivity Scale", "Social Participation Skill Test" and "Prerequisite Knowledge Questions", which were included in the analysis phase of the study, were analyzed. Initially, it was checked whether the data showed a normal distribution. It was then decided which test to perform on the data. Since the SSS findings did not show a normal distribution, the Mann Whitney U-test, one of the non-parametric tests, was used. In the analysis of the skill-based test and prerequisite knowledge questions, another social studies teacher was also allowed to score, and it was found that the correlation between the scores was very high, .92. This is very important for the reliability of the study. Furthermore, the effect value size (Cohen) of the pretest-posttest score differences of the social participation skill test was also calculated within the quantitative data.

In the qualitative dimension of the study, the MAXQDA 20 program was used within the scope of content analysis. Semi-structured interview forms and activity evaluation forms with teachers were transferred to the program as Word, Excel or PDF, and then coding was created. Based on these codes, themes were obtained. During the data analysis process of the interview forms, the analysis was made by a different coder in order to clear the coding from errors and individual misconceptions, and it was found that the coherency between the coders was .90 (90%). This rate showed that reliability and coherency were high because it was stated that a fit of .80 (80%) and above was sufficient (Miles and Huberman, 2019). Moreover, qualitative findings were supported through the direct quotations during the explanation of the coding.

Results

1. Needs analysis of social participation skills in the fifth grade social studies course in middle school according to the ADDIE instructional design model

a- Analysis of social studies teachers' current practices on how to improve social participation skills and their suggestions on how to improve social participation skills

A semi-structured interview form was administered to identify the problems experienced by the social studies teachers in the education and training process regarding the social participation skills and to establish their needs for the process, and as a result of the analysis, the following findings were obtained.

Table 1. *Activities for Teaching Social Participation Skills in Social Studies Classes*

	f	%
Studies related to the course are carried out	28	58
Extracurricular activities are held	12	25
A variety of knowledge and information is provided	5	10
Life experiences are shared	3	7
Total	48	100

As far as the interviews are concerned, it is evident that most of the activities carried out by the social studies teachers (58%) were performed during the lesson and in accordance with the textbook. 25% of the teachers stated that they did extracurricular activities and that the activities included charity bazaars, social clubs and social service activities. Furthermore, while 10% of the teachers provided a variety of knowledge and information about social participation, 7% of them shared their life experiences with the students (Table 1).

Table 2. *Suggestions for Improving Social Studies Teachers' Social Participation Skills*

		f	%
Cooperation should be made with the non-governmental organizations		12	25
Extracurricular activities should be implemented		10	21
Various practices should be performed during the lessons.		9	18
Case studies should be conducted		5	11
Individual and group work should be offered		5	11
Community service work should be encouraged		4	8
Social clubs should be made more operational		3	6
	Total	48	100

As far as the interviews are concerned, regarding their needs to develop social participation skills in students, (25%) of the social studies teachers stated that cooperation with non-governmental organizations was crucially significant and (21%) expressed the need to organize extracurricular activities (community service, social and cultural events, charity bazaars, aid and solidarity organizations, nature activities). Moreover, (18%) of the teachers emphasized the need for practical activities in the social studies lessons, (11%) for case studies, (11%) for individual and group studies, and (8%) for community service work (6%) emphasized the need to activate social clubs (Table 2).

b- What are the students' social sensitivity and prerequisite levels?

The "Social Sensitivity Scale" (SSS) of 5th grade secondary school students were administered to a total of 537 students, 271 girls and 266 boys in 7 different public secondary schools in the Gölcük district of Kocaeli Province. The results obtained from the scale are as follows.

Table 3. *Students' social awareness levels*

Level	Range	F (n)	Percentage (%)
Low	*24-56*	*4*	*0.7*
Middle	*57- 88*	*38*	*7.1*
High	*89-120*	*495*	*92.2*
Total	*24-120*	*537*	*100*

N=537; X^2=109.67; Ss=13.23

In order to identify the level of sensitivity of fifth grade secondary school students regarding individual problems, the total scores of each student from the items were calculated and averaged. The lowest score that could be obtained from the sensitivity dimension of the scale regarding individual problems was 15 and the highest score was 75. Therefore, the score between 15-35 corresponded to low level, the score between 36-56 corresponded to medium level, and the score between 57-75 corresponded to high level. When Table 34 is examined, it is evident that 4 (0.7%) of the 537 students participating in the study had low sensitivity to individual problems, 39 (7.3%) of them had medium and 494 (92%) of them had high sensitivity. The average of students' sensitivity levels regarding individual problems was X^2=69.13. This finding demonstrated that the sensitivity levels of fifth grade secondary school students regarding individual problems were also at a high level (Table 3).

c- What are the prerequisite levels of students' social participation skills?

Another component of the needs analysis phase of the study was to identify the prerequisite knowledge levels of 22 5th grade students in the experimental group regarding social participation skills. The research questions consisted of 10 open-ended questions. Analytical rubric prepared by the researcher was used to score students' responses to the questions. The answers given by the students were scored and the following results were obtained.

Table 4. *Prerequisite Knowledge Levels of Students Regarding Social Participation Skills*

Prerequisite Knowledge Level	f	%
Low (1-10)	5	22,7
Average (10-20)	12	54,5
Qualified (20-30)	4	18,3
Highly Qualified (30-40)	1	4,5
Total	22	100

As far as the results of the analysis are concerned, there was only one student (4.5%) who answered the questions at a highly qualified level, while there were four students (18.3%) who answered the questions at a qualified level. Moreover, as a result of the answers given by the students to the questions, it was revealed that the largest concentration was at the average level (54.5%) and five students were at the low level (22.7%). The evaluation of the students' answers to the prerequisite knowledge questions regarding social participation skills is as follows: Given the results in Table 3, the students who answered the questions in a qualified and highly qualified manner were considered competent. Other students' answers were considered relatively average or inadequate (Table 4).

2. Design, development and implementation stages of social participation skills in the fifth grade social studies course in middle school according to the ADDIE teaching model.

Guided by the ADDIE instructional design framework, the study proceeded with the design, development, and implementation of instructional activities aimed at fostering students' social participation skills. The activities were structured in line with activity-based and problem-centered teaching approaches, and the criteria informing their development are presented as follows:

1. Initially, the relevant literature was reviewed and the scope and limitations of social participation skills in the social studies course were highlighted.
2. By analyzing the 2005 and 2018 Social Studies Course Curriculum (SSCC), the social participation skills were analyzed in the program and textbook contents. Target behaviors and achievements were identified with the prepared specification table.
3. The results of the interviews with social studies teachers constituted the framework of the activity design phase. Therefore, the findings obtained from the studies directly and indirectly guided the event design phase.
4. Focus group interviews with the social studies teachers and field experts' opinions established the activities' compatibility with the level and course subjects and their curricular and extracurricular limitations.
5. During the implementation process, the institutions to be cooperated with (non-governmental organizations, neighborhood headman) were contacted, the imperative legal permissions were obtained and the time planning of the activities was made.
6. A work plan was created for the planned activities, and as a final control, the opinions of two field expert academicians and three social studies teachers were consulted.

In the design process based on the ADDIE teaching model, initially, the framework of the activities planned to develop social participation skills was created. While preparing the curricular and extracurricular activities to be performed within the scope of this general framework, the following points were taken into consideration:

a) It should be related to Social Studies Course Curriculum (SSCC) outcome,
b) The activities conducted should have the quality that supports the Ministry of National Education social activities regulations,
c) The activities should be prepared by taking into account achievements that can be associated with social participation skills within the scope of celebrations of certain nationally significant days and weeks in schools,
d) Other skills and values related to social participation skills should be considered,

In this sense, the skills related to social participation skills were identified as; problem solving, empathy, entrepreneurship, cooperation, critical thinking, observation, decision making, self-control and the relevant values; responsibility (especially social responsibility), sensitivity, solidarity and helpfulness.

Consequently, in the light of the opinions of three social studies teachers and two field experts, the activities planned to be implemented in line with the above-mentioned items were classified as curricular and extracurricular. Furthermore, the activities that could be implemented on certain nationally significant days and weeks were developed in order to improve the social participation skills.

During the design phase, based on the results of the needs analysis conducted especially with the social studies teachers, the situations required for social participation skills were attempted to be identified. Consequently, the general framework for the activities to be designed in the process of developing social participation skills were generated as follows.

1. The requirement to cooperate with non-governmental organizations.
2. Endeavors to help the students to learn their basic rights and responsibilities.
3. Offering activities that will enable the students to acquire sensitivity to social problems (especially socially focused environmental awareness).
4. Students should be able to know how to solve problems when they encounter a social problem in daily life.
5. Endeavors to organize activities will support social development and contribute to social harmony.

Based on the Social Studies Course Curriculum (SSCC) and a comprehensive review of the literature, the intended behavioral outcomes associated with students' social participation skills to be attained through the designed activities are specified as follows:

- Acting sensitively towards the social events transpiring around him.
- Acknowledging what participation signifies and being able to participate at a simple level within the means and opportunities of the place where he/she lives.
- Recognizing the non-governmental organizations and being able to cooperate with them when necessary.
- Acknowledging the limits of their fundamental rights and freedoms.
- Acknowledging their rights as children and being aware of the situations in which these rights are violated.
- Recognizing the characteristics that a conscious consumer should possess and acting responsibly.
- Possessing basic knowledge of the functioning of the official institutions and organizations.

Another important issue in the process of creating activities was to design activities that include three domain dimensions consisting of students' cognitive, affective and behavioral. It is simply because the studies in the relevant literature emphasized that social participation skill was a multidimensional skill and that it was important for students to acquire the learning outcomes, especially in the affective field (awareness, sensitivity, volunteering).

A total of eight activities were implemented within the scope of the implementation process of the study. Prior to each activity, the students were informed about the process and at the end of the process, data were collected through the activity evaluation forms. During the activity implementation process, observations were made by the researcher and notes were taken about the activities.

3. The evaluation phase of social participation skills in the fifth grade social studies course in middle school according to the ADDIE instructional design model.

a. Findings Regarding the Pretest-Posttest Scores of the Social Participation Skills Test of 5th Grade Secondary School Students

Table 5. *Dependent sample t-test analysis results of students' social participation skill pre-test and post-test scores*

	N	X^2	Ss	t	p
Pretes	22	68.85	11.89	-23.662	.000
postte	22	95.80	11.53		
Total	*44*				

When Table 5 is examined, it is evident that the difference between the pre-test and post-test scores of the students from the social participation skill test was significant (t_{19}=-23.662, p<.05). Considering the arithmetic averages of the difference scores, it is clear that this observed difference was in favor of the post-test. When the effect value size of the difference in pretest-posttest scores was calculated (Cohen = .75), it was concluded that it had a medium level effect size (between .60-.80). Therefore, it is possible to say that the practices had a positive impact on the social participation skills of secondary school students.

b. Findings Regarding the Behavior Change Observed in the Students After Activities aimed at Improving Social Participation Skills

A "student opinion form" consisting of two questions was administered to the students regarding their general evaluation of the activities carried out and what contribution these activities made to them, and the opinions of the students were obtained through this form. Regarding the effectiveness of the activities carried out within the scope of social participation skills, students were asked the following question: "Do you think all the activities carried out within the scope of social participation skills were useful and why?" and their answers were analyzed.

Within the scope of the present study, unexceptionally all (100%) of the students stated that the activities carried out within the scope of social participation skills were useful. Some students gave more than one reason why they were useful. In line with the answers given regarding the usefulness of social participation skills, categories were created and the answers were tabulated in Figure 3.

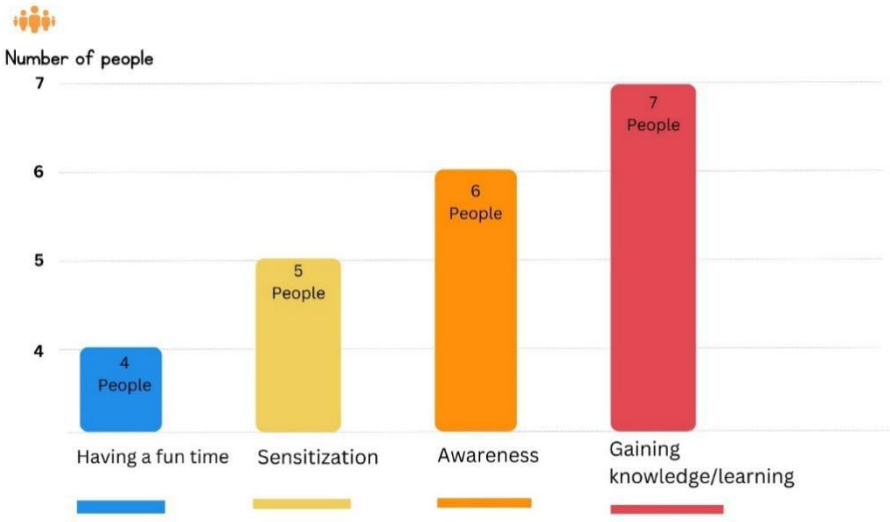

Figure 2. Categories regarding students' responses that social participation skill activities were helpful

When Figure 3 is examined, the students stated that they "were informed/learned" (f=7), "became conscious" (f=6), "gained sensitivity" (f=5) and "had a fun time" (f=4) as a result of the activities. Therefore, they believed that the activities were useful.

Discussions and Conclusion

The social participation skill is an important skill that needs to be developed in students. It is commonly emphasized that it is significant to make designs that encourage both researchers and educators to develop this skill (Mc Loughlin et al., 2023). Furthermore, the question of how children should take part in the society is frequently a matter of heated discussion (Martini et. al, 2023; Hauge and Rowsell, 2020; Torney-Purta, 2006). The purpose of the present study was to foster the development of social participation skills among fifth-grade students by implementing the ADDIE instructional design framework in the social studies curriculum. In the first place, a needs analysis was conducted in an attempt to help the students to improve this skill. All the social studies teachers (100%), who were an important part of the needs analysis, stated that their students could not sufficiently acquire the social participation skills. This particular result confirmed the starting point of the problem statement of this study. The fact that students failed to acquire the majority of behaviors, attitudes and skills related to social participation skills (Mutlu and Öztürk, 2017; Gelen, 2002) or only partially developed them (Çelikkaya, 2011), and that the teachers had positive opinions but failed to convert these positive opinions into desired behavior during the implementation phase. were among the results that were revealed by the other studies (Mutlu and Öztürk, 2017).

The analysis of semi-structured interviews with Social Studies teachers revealed several key themes related to the challenges and needs encountered in teaching social participation skills. The findings indicated that most activities aimed at developing social engagement skills are implemented in the classroom and are predominantly textbook-based (58%). This suggests that teachers tend to adopt traditional, curriculum-based teaching practices when addressing social engagement skills. A smaller portion of teachers (25%) reported involving students in extracurricular activities. These activities were described as charity fairs, participation in school-based social clubs, and community service activities, suggesting limited experiential learning opportunities outside the classroom. Furthermore, 10% of teachers reported providing various informative input on social engagement, while only 7% reported sharing personal life experiences with students to support the development of social engagement skills. Overall, these findings suggest that teaching practices designed to develop social engagement skills are largely limited to classroom-based, text-focused approaches, and relatively few teachers embrace experiential or community-centered learning. The limited use of extracurricular activities and the rare integration of real-life experiences suggest that broader pedagogical support, more resources, and professional development opportunities are needed to enable teachers to more effectively develop social engagement skills through diverse and authentic learning contexts. It was also stated that the extracurricular activities should be organized around the concept of community service, which aimed to help members of the community and included volunteer work and activities ranging from making donations to charities and working as volunteers for the community (Arthur et al., 2017; Moely et al., 2002; Toncar et al., 2006). It was further concluded that the extracurricular activities such as nature education, official institution visits, scientific and artistic activities, and participation in local community activities, which were the most prominent activities among extracurricular activities, had positive effects on the social studies course and improved the course success rate of the students (Selanik-Ay, 2010; Gökçe, 2015; Meydan, 2015; Keçe, 2015; Karadeniz, 2015; Çolak, 2015; Özür and Şahin, 2017).

Furthermore, the social studies teachers stated that the most important thing to be done to improve students' social participation skills was to cooperate with the non-governmental organizations (25%) and to engage in extracurricular activities (21%) (community service activities, social and cultural events, charity bazaars, cooperation and solidarity organizations, nature activities, etc.). They also stated that the practical activities (%18) should be performed in the social studies classes (18%). In particular, NGO and school collaboration generated an environment where students could learn citizenship skills by enjoying and experiencing them (McMurray and Niens, 2012; Park, Senegačnik, and Wango, 2007; Ribeiro, Rodrigues, Caetano, Pais and Menezes, 2012). The social studies teachers should organize joint activities with NGOs within the scope of active citizenship for their students in their classes, and they should contribute to the students' active participation in NGOs (Eryılmaz, Bursa and Ersoy, 2018).

As part of the needs assessment component of the study, the prerequisite knowledge levels of 22 fifth-grade students in the experimental group regarding social participation skills were assessed using

a set of ten open-ended questions. Student responses were evaluated using an analytical rubric developed by the researcher. The distribution of students' prerequisite knowledge levels is presented in Table 4 in the findings section. The findings indicate that only one student (4.5%) achieved a fairly proficient level of prerequisite knowledge, while four students (18.3%) were classified as proficient. A significant portion of students (54.5%) clustered at the average level, while five students (22.7%) demonstrated low prerequisite knowledge. This distribution suggests that most students possess only partial or limited conceptual understanding of social participation skills. According to the assessment criteria, students who responded proficiently or highly proficiently were considered to have sufficient prerequisite knowledge, while students in the average and low categories were considered to have insufficient or relatively weak understanding. The majority of students in the average range indicate that their current knowledge is not strong enough to support high-level competencies in social participation without targeted instructional intervention. Moreover, the high proportion of students demonstrating limited proficiency underscores the necessity of providing well-organized and systematic instructional experiences to strengthen foundational concepts. Overall, these findings highlight a clear need for educational activities designed to enhance students' initial knowledge base regarding social participation. The identified gaps justify the implementation of the planned intervention program and confirm the importance and urgency of supporting students' development in this area.

As far as the scale results are concerned, it is evident that the students' social sensitivity levels were high (92%). In the study conducted by Ünal and Duygu (2019), as a result of applying the same scale (SSS) to 7th and 8th grade students, it was concluded that the female students were more sensitive than the male students to both individual and social problems. Rotolo and Wilson (2007) stated in their study on social participation that the female students, even though insignificantly, received higher scores than the male students. It was also believed that students' inherent aptitude differences were related to the fact that the female students entered puberty earlier than the male students (De Bolle et al., 2015).

Analysis of the pre-test and post-test results administered to fifth-grade middle school students demonstrates a statistically significant improvement in social engagement skills. Mean pre-test scores increased from 68.85 to 95.80. A paired-samples t-test revealed a significant difference in favor of the post-test (t_{19} = -23.662, $p < 0.05$). These results demonstrate that the intervention had a positive and measurable impact on students' social engagement skills.

Furthermore, the qualitative feedback from students supports the quantitative findings. All participants (100%) reported that the activities were beneficial to them. Among the reported results, 31.8% of students reported increased knowledge, 27.2% increased awareness, 22.7% increased sensitivity to social issues, and 18.1% emphasized that the activities were enjoyable. The findings demonstrate that the intervention supports students' understanding of social participation at both the cognitive and affective levels, which are integral to the development of active citizenship. Furthermore, a positive association was observed between higher academic achievement and performance in social participation tasks. This aligns with previous research by Hurtado and DeAngelo (2012), who found a significant and consistent relationship between academic performance and the acquisition of civic skills among university students. Such evidence suggests that cognitive skills and academic participation can facilitate the development of social participation competencies and highlight the interconnectedness of academic achievement and civic participation.

The findings also highlight the fundamental role of the Social Studies curriculum in developing students' social participation skills. Given its close connection to real-life contexts and societal issues, the course provides ample opportunities for experiential learning and critical analysis of societal issues. By integrating carefully designed activities with local resources and aligning them with specific dates, weeks, or thematic activities, educators can further enrich the curriculum and maximize the potential to foster active social participation among students.

In conclusion, the study provides both quantitative and qualitative evidence that structured interventions in Social Studies can effectively develop middle school students' social participation skills encompassing cognitive, emotional, and behavioral dimensions. The positive results highlight the importance of purposeful pedagogical planning, the integration of experiential activities, and leveraging local contexts to cultivate engaged and socially responsible students.

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Conflict of interests

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author/s.

Institutional Review Board Statement

Not applicable.

Author Contributions

Conceptualization, T:K,; methodology, T.K and E.A.; software, T.K.; formal analysis, T.K.; writing—original draft preparation, T.K. and E.A.; writing—review and editing, T.K. and E.A. All authors have read and agreed to the published version of the manuscript.

Ethics

Ethics committee approval was obtained for the current research by Bursa Uludağ University Research and Publication Ethics Committees with the decision dated 27/07/2020 and session number 2020-05.

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